

Once upon a time



Entry point: On a walk around school children discover a glittery trail of clues. What can they mean, who might they belong to? What story might they tell? Collect the magical items and follow the trail of glittery magic to find all the clues. As the clues take us on our story trail they lead us to a story telling chair with a story chest.

Outcome: Children will host a reading café in their classrooms for their parents. They will share their learning and re-tell traditional stories with their special adults. Parents and children can enjoy a drink and a story in the classroom reading café.

Home learning:

Take photos of some of your toys and make a story map – add in some of your own drawings and writing too. We can share it on our home learning board and if you like you can tell your story to the rest of your class. Go for a walk in the wood or in the countryside and think of words to describe the setting. Begin to think of the type of story that might take place in that setting. It would be really good if you could take a picture and label it with your ideas.

Literacy

Children will develop their knowledge of the structure of stories, characters and settings by sharing familiar stories, particularly Jack and the Beanstalk. They will construct sentences, including full stops and capital letters. Children will use familiar stories as prompts for writing enquiries, developing story maps to support their thinking. Children develop their sense of story making through drama, art work and writing.

Playing and Exploring:

Creativity: Children will think of different ideas that nobody else has thought of when innovating stories.

Children will use their imagination to transport themselves to unknown worlds, envisage what might be and think of things that have not experienced.

Children will mastery over the tools and materials that they work with

PSED

Nature Detectives- awareness of behaviour expectations when learning outside of school. Helping others, looking after older people, right and wrong link to Fairy tales. Understanding our bodies, keeping clean and people who

Maths

Children will develop their thinking and problem solving skills through mathematical enquiries and problems presented by story contexts, such as Goldilocks and Giants. Children will develop their calculation skills through rich maths tasks and stories. Children will develop mental maths skills, especially imagining and making pictures in their head.

Expressive arts and design

Children will act out stories and explore the drama of situations through role play, how do we explore the problems stories present? Children will make props to act out and make up stories, and they will pretend to be characters from books.

Active Learning:

Children will become more confident to believe in themselves and accept a challenge to take on something new and feel proud of their efforts and achievements.

CL

Children will use language to imagine and recreate roles and experiences in play situations. Introduce a storyline or narrative into their play.

Understanding the world

Children will develop their geographical inquiry skills by thinking about how to use the outdoors to tell and explore stories. Children will think about settings – the places where stories happen, what are their features and characteristics. They will build small and big worlds, including dens and mazes, adding details relevant to stories. They will make use of ipads, digital camera and programmable toys.

PD

Imagination and Movement Children will tell stories through movement and dance. Fine motor skills will be developed through handwriting.

Creating and Thinking critically:

Thinking:

Process a variety of information using a range of organizing tools when sequencing a story. Pose and follow lines of enquiry through raising relevant questions and planning actions to find solutions.